DOCUMENT RESUME

ED 478 472 PS 031 387

AUTHOR	Anderson, Beckie
TITLE	Colorado Even Start Follow-Up Study: Trinidad State Junior College.
INSTITUTION	Colorado State Dept. of Education, Denver.
PUB DATE	2003-02-00
NOTE	23p.
AVAILABLE FROM	Colorado Even Start, Colorado Department of Education, 201 E. Colfax Avenue, Denver, CO 80203. Tel: 303-866-6725; Fax: 303-866-6940; Web site: http://www.cde.state.co.us. For full text: http://www.cde.state.co.us/cdecare/evenstart.htm.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*At Risk Persons; *Early Intervention; *Elementary School Students; Employed Parents; Federal Programs; Followup Studies; Mothers; Outcomes of Education ; Parent Participation; Parent Student Relationship; Parents as Teachers; *Program Effectiveness; Program Evaluation
IDENTIFIERS	*Colorado; *Even Start

ABSTRACT

Even Start family literacy programs are integrated adult education, early childhood education, and parent support components intended to break the intergenerational cycle of poverty and low literacy. In Spring of 2002, a follow-up study of one Even Start project was conducted to assess the long-term effects of Even Start programming for families. Trinidad State Junior College Even Start, in operation for 9 years, was selected because it is the oldest continually operating Even Start program in Colorado. The 15 participating families averaged 138 hours of program participation and had been out of the program for an average of 3.5 years. Current teachers provided information on about 15 Even Start children and 15 randomly selected classmates. Findings indicated that 11 of the 12 Even Start mothers who enrolled in the program to earn a GED certificate had accomplished this goal. Sixty percent of the mothers had enrolled in an education or training program after passing the GED exam or improving their English skills. All the Even Start children were reading at or above grade level, compared to only 61 percent of comparison children reading at or above grade level. Teachers more frequently described Even Start parents than comparison parents as being involved in their children's education. Sixty-seven percent of Even Start parents received public assistance, and 7 percent were employed while enrolled in the Even Start program, in comparison to only 40 percent public assistance receipt and 60 percent employment at followup. All but one family on public assistance at followup were receiving reduced amounts of financial support. (Appended are copies of the participant interview and the family stability matrix with tabulated data and a compilation of teachers' responses.) (KB)

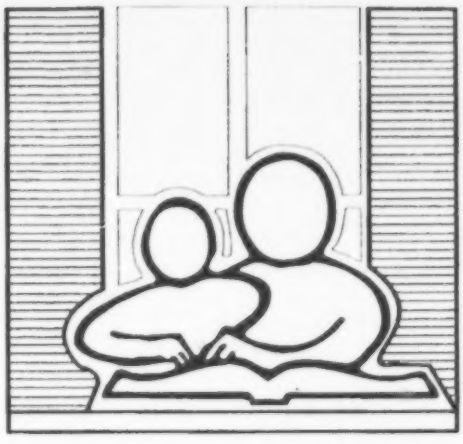
Reproductions supplied by EDRS are the best that can be made
from the original document.

PS PS TR 0156

ED 478 472

Colorado Even Start

Follow-up Study



Trinidad State Junior College

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
[X] This document has been reproduced as received from the person or organization orginating it.
[ ] Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Prepared by Beckie Anderson
for the
Center for At-Risk Education
Colorado Department of Education

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M. Bolt
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

February 2003

BEST COPY AVAILABLE

PS 031387

Colorado Even Start
Follow-up Study
Trinidad State Junior College

Prepared by Beckie Anderson
for the
Center for At-Risk Education
Colorado Department of Education

February 2003

CARE
Center For At-Risk Education cde

cde
Colorado Department of Education

Colorado Even Start Follow-up Study

EXECUTIVE SUMMARY

In the spring of 2002, a follow-up study of the Trinidad State Junior College **Even Start** Program was conducted to determine the long-term effects of family literacy services. The 15 families in the study averaged 138 hours of program participation and had been out of the program for an average of 3.5 years. Eleven of the mothers in the study were Hispanic, two were Anglo, one was Navajo, and one was Filipino. Current teachers provided information about 15 **Even Start** children and 15 randomly selected classmates.

Eleven of 12 of the mothers (92%) who enrolled in the program to earn a General Educational Development [GED] certificate accomplished this goal.

Parents' Educational Accomplishments

- **Eleven of 12 of the mothers (92%) who enrolled in the program to earn a General Educational Development [GED] certificate accomplished this goal.**
- Sixty percent of the mothers enrolled in an education or training program after passing the GED exam or improving their English skills. Six of these mothers enrolled in higher education.
- One mother received an associate's degree and is working toward a bachelor's degree. Three mothers completed occupational specific training programs for nursing and cosmetology.

Children's Educational Accomplishments

- **Over half of the Even Start children were reading above grade level (53%)**, and the remaining were reading at grade level (47%).
- Less than one-third (28%) of comparison children were reading above grade level, 43% were reading at grade level, and 28% were reading below grade level.
- **Teachers cited Even Start children as having strengths in reading, writing, and listening twice as often as they did comparison children.**

Less than half of the study children had participated in the Colorado Student Assessment Program [CSAP], due to their age. Those with **Even Start** experience scored higher overall than comparison children did.

CSAP Reading Scores for Even Start Children	CSAP Reading Scores for Comparison Children
• Advanced	• Proficient
• Proficient	• Proficient
• Proficient	• Proficient
• Proficient	• Partially Proficient
• Partially Proficient	• Unsatisfactory
• Partially Proficient	• Unsatisfactory

Parent's Involvement in Child's Learning

- Teachers described **Even Start** parents as involved in their children's education 21% more frequently than comparison parents.
- Eighty percent of mothers in the study said that they read more to their children or encourage them to read more as a direct result of the **Even Start** program.
- One hundred percent of the mothers reported reading to their children regularly, 92% helped their children regularly with homework, and 77% volunteered in their children's classrooms.

Parents' Self-Sufficiency Accomplishments

- Seven percent of mothers were employed while enrolled in the **Even Start** program. At follow-up, 60% of the parents were employed.
- Sixty-seven percent of mothers received public assistance while they were participants in the program. At follow-up, 27% of these mothers were no longer dependent on public assistance. All but one family on public assistance at follow-up were receiving reduced amounts of financial support.

INTRODUCTION

Even Start family literacy programs are integrated adult education, early childhood education, and parent support components, as well as services that facilitate parents and children spending time together participating in interactive literacy activities. The purpose of **Even Start**, as outlined in federal legislation, is to help break the intergenerational cycle of poverty and low literacy by providing unified family literacy programming for low-income families. **Even Start** has three related goals:

- To help parents improve their literacy skills,
- To help parents become full partners in educating their children, and
- To assist children in reaching their full potential as learners.

Research has supported the effectiveness of family literacy programs. Hayes (1999) found that parents in well-implemented **Even Start** programs changed the patterns of language used in the home to be closer to patterns related to later school success of children. He also found that quality programs helped parents significantly increase the types of literacy activities they used to support their child's learning, such as helping with their child's homework, reading with their child, talking with their child's teacher, and volunteering at school (1999).

A longitudinal evaluation project of **Even Start** programs in New York (2001) used in-depth case studies of ten families. Families in the study faced basic survival issues such as child care, transportation, and physical and mental health problems. The cases demonstrated the "real individual effort that statistics often mask, that is, the energy required to make even modest gains when the barriers are substantial" (p.4). Results indicate that the families' lives changed as a result of **Even Start**. Most notably, parents improved their ability to support their children's success in school.

THE TRINIDAD FOLLOW-UP STUDY

In the spring of 2002, a follow-up study of one **Even Start** project was conducted to assess the long-term effects of **Even Start** programming for families. Trinidad State Junior College **Even Start** was chosen as the study site because it is the oldest continually operating **Even Start** program in the state. The program has served families in the Trinidad area for the past nine years.

Several aspects of the study were patterned after a large study (more than 500 parents and their children) conducted by Andrew Hayes in 1999 for the National Center for Family Literacy (NCFL). His study focused on the long-term effects of well-implemented **Even Start** family literacy programs. Study participants were predominantly African American (65%) and mothers (95%). English was the primary language used in most of the homes (80%), while 10% of the participants spoke Spanish, and 10% spoke other languages.

The Trinidad follow-up study incorporated many of the data-collection instruments used by Hayes. Teachers were asked to rate students using the same indicators related to learning; parents responded to the same or similar interview questions; and matching student data were collected from school records.

Another Colorado community, Colorado Springs, conducted a follow-up study with family literacy participants (Kraetzer, 2001). This study was also patterned after the seminal NCFL study by Hayes. Most of the 12 parents in this study enrolled in the program to improve their English skills (67%).

METHOD

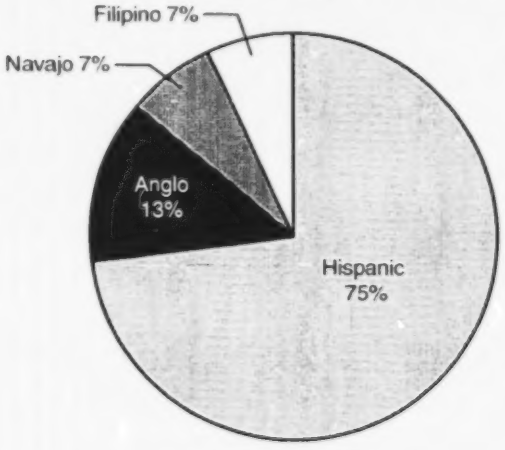
Sample

Families were chosen to participate in the Trinidad study using two criteria. First, they must have participated in 100 hours or more of **Even Start** services. Second, they needed to reside locally (in Trinidad), in order for staff to conduct face-to-face interviews and gather data from the children's classroom teachers.

Of the 15 families, three did not meet the criterion of 100 hours of participation. They were included in the study because they had received the highest number of hours of service of the **Even Start** families who still resided in Trinidad. Families in the study averaged 138 hours of program participation and had been out of the program for an average of 3.5 years.

Mothers: Fifteen parents participated in the study and completed interviews. They were all mothers. Eleven of the mothers were Hispanic, two were Anglo, one was Navajo, and one was Filipino (see *Chart 1*). Eighty percent reported that they enrolled in the **Even Start** program to obtain a General Educational Development (GED) certificate. Several also wanted to achieve competencies in order to obtain a better job, to prepare to help their children with school, and to learn life skills. Four mothers were English language learners and wanted to improve their English skills.

Chart 1: Ethnicity of Mothers



Sixty-seven percent of the mothers in the study were receiving public assistance while they were enrolled in the program. Only one mother was employed during her participation in **Even Start**; thus, 93% of the mothers were unemployed while receiving program services.

Children: The fifteen former **Even Start** children in the study were enrolled in K-12 classrooms in Trinidad. These children came from eleven families (four families had children younger than school age [infants, toddlers, or preschoolers]). All 15 children attended schools in the Trinidad school district or the local, private, Catholic school. Their average age was 8.6 years. Three of the children, all from the same family, had been retained in an elementary grade level. Four of the children, from three families, spoke English as a second language.

Procedures and Measures

Parent Interviews: Staff members of the Trinidad State Junior College **Even Start** Program conducted face-to-face interviews with the mothers in the study. Most interviews took place in the families' homes.

The interview included asking questions about a parent's reasons for enrolling in **Even Start**, about progress made toward achieving a parent's educational goals while in the program, and about education and training a parent may have received after leaving the program. Questions about children included seeking information about their ages, grades in school, and current teachers. Parents were asked about volunteering in their children's classes, speaking with their children's teachers, helping their children with homework, and reading to their children. Parents were also questioned about their current employment status, about whether their participation in **Even Start** helped them to obtain a job, about whether they were currently receiving public assistance, and if their benefits had been reduced since leaving the program. Additionally, they were asked about other aspects of self-sufficiency such as securing housing, obtaining a driver's license, and following a budget. *Appendix A* is a copy of the parent interview protocol with data totals.

At the time of the interviews, parents were asked to sign a form giving permission for their child's teacher to provide school-related information about their child. All parents provided permission.

BEST COPY AVAILABLE

Teacher and School Data: The children's current teachers were identified through the parent interviews. Teachers were provided with a letter of explanation about the study, and forms to complete for the **Even Start** child in their class and for a classmate who had not participated in **Even Start** programming. Information was requested about the children's reading levels, their performance as compared to their classmates on 11 indicators, their strengths and weaknesses as students, the involvement of their parents, and their standardized test scores.

Each teacher provided the same information about a comparison child who had not participated in **Even Start**. In most cases, this child was randomly selected from the teacher's class list by an **Even Start** staff member. Comparison children were not matched on any demographic or risk factors; they only needed to be in the current classes of the **Even Start** children.

In three cases, teachers did not complete information about comparison children. Two of these teachers left the district before the omission was discovered. Subsequently, the school principal completed ratings for two comparison children from these classrooms. Only Colorado Student Assessment Program (CSAP) test scores were obtained for the third comparison child.

Staff Data: Staff members completed a *Family Stability Matrix* for each of the families in the study. The thirty-six item matrix, designed by the National Center for Family Literacy, identifies issues faced by families in five domains: housing and family environment, health and nutrition, income and assets, personal and social attributes, and family relations. Data from the matrix provide information about barriers faced by families while they were enrolled in the program. *Appendix B* is a copy of the matrix with data totals.

Staff members supplied data about families' participation in the **Even Start** program, such as number of hours of service received, last date of enrollment, names of children who received services, the educational goals of the adults, and progress made toward achieving these goals. Information about the parents' employment status while in the program and their use of public assistance was also furnished.

RESULTS

Issues Faced by Families: The *Family Stability Matrix* data, based on staff observations during the time when mothers were participating in the program, form a picture of the families' lives. Economic factors created the majority of challenges for the mothers:

- 80% often or always had difficulty meeting their mortgage or rent payments.
- 60% had trouble paying their utility bills each month.
- 87% experienced hardship with money management.
- 80% had employment instability.
- 67% consistently had transportation concerns.
- 80% had problems finding or keeping childcare.
- 73% consistently experienced depression.
- 60% often or always could not access health care or prescription drugs.
- 53% often had problems related to their self-concept.

Mothers' Educational Accomplishments: Eleven of 12 of the mothers (92%) who enrolled in the program to earn a General Educational Development (GED) certificate successfully earned one. The one mother who did not earn a GED was identified as having a learning disability and entered the program reading at a second-grade level. The four mothers who enrolled to improve their English skills all reported meeting this goal.

Sixty percent of the mothers enrolled in an education or training program after passing the GED exam or improving their English skills. Six of these mothers enrolled in higher education. One mother received an associate's degree and is working toward a bachelor's degree. Three mothers completed occupational-specific training programs in nursing and cosmetology.

In the Colorado Springs follow-up study, Kraetzer (2001) identified the same number of parents (60%) as having continued with their education after having left a family literacy program. In the NCFL study, Hayes (1999) found that 24% of participants had continued their education at the time of follow-up.

Children's Educational Accomplishments: Reports from current teachers indicated that all children who had previously attended Trinidad **Even Start** were reading at or above grade level. Fifty-three percent of the students were reading above grade level, and 47% were at grade level (see *Chart 2*). In contrast, 43% of comparison children were reading at grade level, 28% were above grade level, and 28% were below grade level (see *Chart 3*).

Trinidad teachers rated **Even Start** children more often as average or above than comparison children on eight of eleven indicators related to learning. **Even Start** children ranked higher for motivation to learn, support from family, relations with other students, classroom behavior, overall academic performance, reading, writing, and speaking/listening. Comparison children were

Chart 2: Reading Levels of Even Start Children

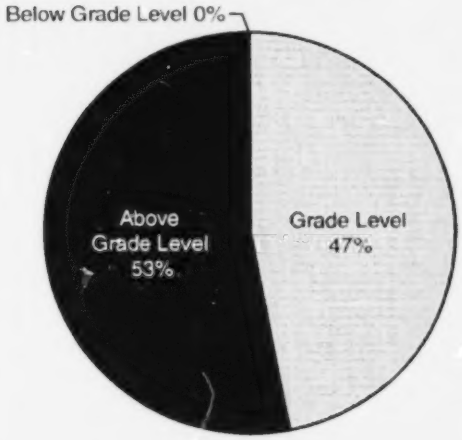
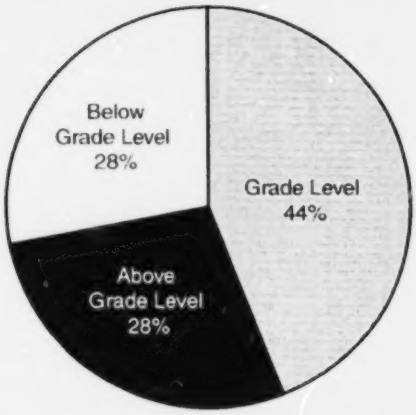


Chart 3: Reading Levels of Comparison Children



rated higher for attendance, self-confidence, and probable success in school. *Chart 4* provides item-by-item comparisons.

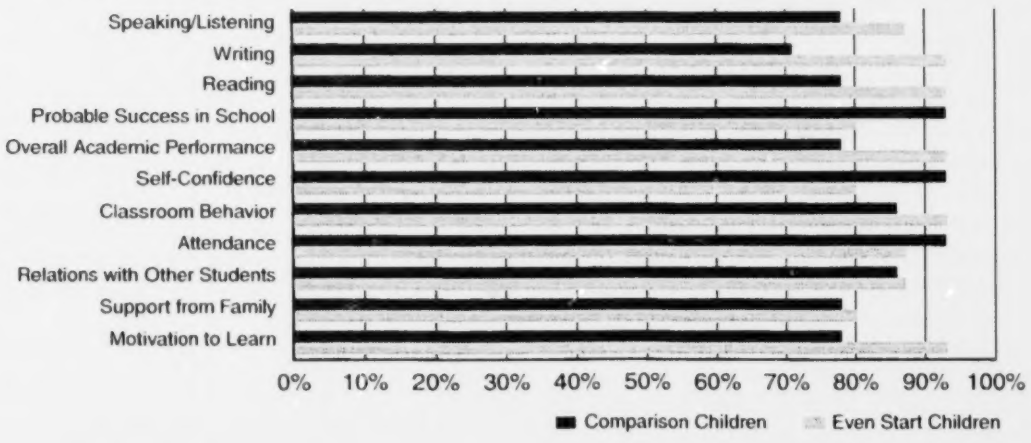
In the study conducted by the National Center for Family Literacy (Hayes, 1999), teachers were asked to rate **Even Start** children and randomly-selected comparison children on the same indicators used by the Trinidad teachers. Results from 507 **Even Start** children and 206 comparison children showed that **Even Start** children were rated higher on all but one indicator, probable success in school. When ratings were delineated by age group, the third-grade **Even Start** children scored higher on all 11 indicators. Fourth and fifth-grade **Even Start** children scored higher on all but two indicators: probable success in school and self-confidence.

It is curious that in both the small Trinidad study and the large NCFL study, teachers rated comparison children higher in terms of probable success in school. Yet, in both studies, teacher ratings for actual skills in specific areas such as reading and writing were higher for children who had been in **Even Start**.

Teachers in Trinidad responded to questions about the children's strengths and weaknesses as students. For strengths, teachers cited reading, writing, and listening almost twice as often for **Even Start** children versus comparison children.

Descriptions of children's weaknesses included three mentions of low self-confidence for **Even Start** children, and no comments about confidence for comparison children. Teachers made one reference to reading, writing, and listening as a weakness for an **Even Start** child, while they made six references in these areas of weakness for comparison children. *Appendix C* is a compilation of the teachers' responses about student strengths and weaknesses, and about parents' involvement.

Chart 4: Children Rated by Teacher as Average or Above



BEST COPY AVAILABLE

Standardized test and assessment scores provided by teachers included the Colorado Student Assessment Program (CSAP), Star Early Literacy Assessment, Terra Nova, and Iowa Test of Basic Skills. The CSAP was the most frequently used assessment; due to the limited number of scores for the other tests/assessments, they are not being reported here.

Because the CSAP tests are not administered to children until they are at least in the third grade, CSAP reading scores were available for only 40% of the children. Children who had been in **Even Start** performed higher overall than comparison children.

CSAP Reading Scores for Even Start Children	CSAP Reading Scores for Comparison Children
• Advanced	• Proficient
• Proficient	• Proficient
• Proficient	• Proficient
• Proficient	• Partially Proficient
• Partially Proficient	• Unsatisfactory
• Partially Proficient	• Unsatisfactory

Because the number of scores is small, no conclusions can be drawn about the relationship between **Even Start** participation and children's performance on the CSAP.

In the NCFL study, more than 80% of **Even Start** children scored at or above average on tests for reading, language, and mathematics. Less than 50% of comparison children scored average or above on the same tests.

Parents' Involvement in Children's Learning: Trinidad teachers answered the following question, "From what you know about the family, how are the parents (or adult caregivers) involved in the education of this child, either at school or away from school?" Seventy-eight percent of the responses described **Even Start** parents as being involved. Fifty-seven percent of responses characterized comparison parents as involved.

Based on parent interview data, **Even Start** parents were highly involved in their children's learning. Parents reported working with their children in the following ways:

- 100% read with their children regularly.
- 60% read with their children daily.
- 92% provided regular homework help.
- 85% spoke with their children's teacher regularly.
- 77% volunteered in their children's classroom.

In the Colorado Springs study (Kraetzer, 2001), 75% of the parents reported reading regularly to their children, 100% provided homework assistance, 83% spoke with their children's teachers regularly, and 58% volunteered in their children's classrooms.

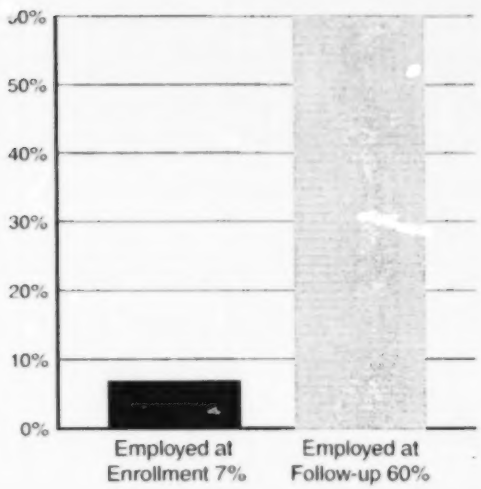
The **Even Start** statistics are compelling in light of research findings that impoverished parents and parents with low levels of education are much less likely to be involved in their children's school (U.S. Department of Health and Human Services, 2000).

The Even Start statistics are compelling in light of research findings that impoverished parents and parents with low levels of education are much less likely to be involved in their children's school (U.S. Department of Health and Human Services, 2000).

Eighty percent of the Trinidad **Even Start** parents said they read more to their children or encourage them to read more as a direct result of the program. When asked what they liked best about **Even Start**, almost 75% of parents cited the inclusion of their children in the services they received.

Parents' Employment: Nine of the 15 Trinidad mothers (60%) were employed at the time of the follow-up interviews. This statistic compares to the 7% employment rate of the mothers when they were enrolled in the program (see *Chart 5* on page 8).

Chart 5: Parents' Job Status



At follow-up, three parents held jobs that require vocational training. Five of the mothers reported that their participation in **Even Start** helped them obtain their current jobs. Two of the mothers were cashiers, and one each was a Certified Nurses Assistant, a hair dresser, a Head Start teacher's assistant, a bar manager, a hotel housekeeper, a fast-food restaurant employee, and a retail store employee.

At the time of follow-up in the Colorado Springs study, 67% of parents were employed. All of these parents stated that involvement in the family literacy program had been critical in their being able to gain employment. In the NCFL study, 43% of parents had jobs during the follow-up compared to 14% who were employed at the time of enrollment.

Parents' Use of Public Assistance: While in the program, 67% of the Trinidad families received public assistance. At the time of the follow-up interviews, 27% of those previously on public assistance were no longer dependent on that support. Of the 40% still dependent, one family received full public assistance including Temporary Assistance for Needy Families (TANF), food stamps, child-care assistance, and Medicaid for the children. The remaining families were on reduced assistance such as food stamps and Medicaid for children.

The NCFL study shows very similar percentages of change in the use of public assistance. Sixty-three percent of study participants were receiving public assistance when they enrolled in the **Even Start** program. At follow-up, 23% of these families were no longer accessing this assistance.

Trinidad parents also report the following self-sufficiency gains since leaving **Even Start**:

- 73% use the library at least once a month.
- 73% have followed a budget for six months.
- 60% secured improved housing.
- 60% obtained a driver's license.
- 60% vote regularly.
- One parent obtained citizenship.
- One parent's child was returned from foster placement.

CONCLUSION

The mothers in this study who participated in **Even Start** have made great strides in their lives since being in the program. Sixty percent of them have jobs. Twenty-seven percent are no longer dependent on public assistance. Most of those who continue on public assistance receive reduced support.

With these changes, however, the mothers still do not have lives that meet social ideals for success or well-being. Those who are employed do not have jobs that are high paying or prestigious. The mothers continue to struggle to meet the basic needs of their families.

Yet, through the data, a picture emerges of women who want a better life for their children. Most stand tall in their role as their children's first teacher. The mothers report reading to their children, helping them with homework, talking to their children's teachers, and volunteering in their classrooms. Teachers described the mothers as being more involved in their children's learning than comparison parents. This profile mirrors findings from a New York longitudinal evaluation (2001) which documented that **Even Start** helps parents to support their children's success in school.

Finally, it is the lives of the children who had participated in the Trinidad **Even Start** Program that provide the strongest indication of what this family literacy program has achieved. These children, who go to school without many of the advantages of their peers, are outperforming their classmates in reading. They are rated higher by their teachers in reading, writing, and listening/speaking skills, and in overall academic performance. Perhaps most importantly, these children have watched their mothers strive to gain more education and have support from their mothers for their own learning.

These children, who go to school without many of the advantages of their peers, are outperforming their classmates in reading. They are rated higher by their teachers in reading, writing, and listening/speaking skills, and in overall academic performance.

REFERENCES

Hayes, A. (1999). *Long-Term Effects of Well-Implemented* ***Even Start*** *Family Literacy Programs.* Louisville, KY: National Center for Family Literacy.

Kraetzer, A. (2001). *Colorado Springs School District #11 Family Literacy Program Longitudinal Study Spring 2001 Follow-up.* Colorado Springs, CO: Kraetzer Whiteneck Research.

New York State **Even Start** Family Literacy Partnership (2001). *Portraits of Families: The Longitudinal Evaluation Project, 1997-2001.* Albany, New York: New York Department of Education.

U.S. Department of Health and Human Services (2000). *Trends in the Well-Being of America's Children and Youth: 2000.* Washington, D.C.: Office of the Assistant Secretary for Planning and Evaluation. Available at *www.childtrends.org.*

The Center for At-Risk Education would like to acknowledge and thank the following staff members of the Trinidad Junior College **Even Start** Program. Without their diligent data collection efforts, this study would not have been possible.

Victoria Fernandez

Sandra Erbert

Jan Hance

Chong Meyer

Appendix A

Trinidad State Junior College Even Start Follow-up Study Participant Interview

Interview Questions (Remind interviewee that all the information will remain confidential and will not be tied to names when reported.) All answers are singular responses unless otherwise noted.

1. ***Why did you enroll in the Even Start program?***

   12 Obtain a high school diploma or GED
   9 Learn skills to get a job or better job
   9 Prepare to help children with their school
   5 Learn English
   4 Learn life skills

2. ***Did you meet this goal?*** 14 Yes 1 No

3. ***If you were learning English, to what extent did the Even Start classes help you improve your ability to speak English? Rate on a scale of 1–5 with 5 being to a great extent, and 1 being not at all.***

   ___ 1 ___ 2 ___ 3 2 4 3 5

   (If 4 or 5, probe for examples of what activities helped or how the interviewee has noticed improvement.)

   - I learned conversation skills
   - I liked communication skills and reading books with children
   - Communication skills
   - I learned about the early childhood activities and how to cope with children

4. ***Have you been enrolled in any form of education or training program since attending the Even Start program?*** 9 Yes 6 No

   6 Enrolled in higher education
   3 Completed coursework in higher education *(please describe)*
   - 2 semesters
   - six credits
   - 1 year

   3 Enrolled in a skills/occupational specific training program
   3 Completed a skills/occupational specific training program *(please describe)*
   - CNA
   - CNA
   - cosmetology

   2 Completed job readiness training
   2 Other *(please describe)*
   - received an Associates degree (AA) from TSJC (5-02)
   - working on LPN training

5. ***Are any of your children enrolled in school?*** 13 Yes 2 No

6. ***Do you volunteer in your children's classroom?***

10 Yes 2 No
1 I volunteered, but they have not called me

If so, how often?
2 Once a week
6 Once a month
0 Twice a year
0 Once a year
Other:
- At times
- Four times a year

7. ***How often do you speak with your child's teacher?***

7 Once a week
4 Once a month
2 Twice a year
0 Once a year

8. ***Do your children have homework?*** 13 Yes 0 No

If so, how often do you help them with their homework?
6 Nightly
3 3–4 times a week
3 1–2 times a week
1 At times

9. ***Does your child(ren) have an ILP (Individual Literacy Plan)?*** 2 Yes 11 No

If so, do you do specific activities at home that are outlined in the plan?
- I try but my child has ADHD and so I use other methods to help him
- Yes, my daughter has to read every night

10. ***Do you read to your child(ren)?*** 15 Yes 0 No

If so, how often?
9 Often, once a day
6 Usually, a few times a week

(If reading times vary according to the child, make more than one check by child's name.)

11. Do you read more to your child now or encourage your child to read more than before you were enrolled in the Even Start program? 12 Yes 3 No

Why or why not?

- Yes, because **Even Start** focused on the importance of reading to my children
- Yes, because as they get older they need reading to excel in life
- Yes, because it helps with the school work
- Yes, **Even Start** showed me that reading is very important
- Yes, because I have learned that reading and talking to my children helps them to learn better
- Yes, because it helps them to learn things
- No, because he was a baby
- Yes, I have been learning the importance of reading to my children
- Yes, however I've always read to him

12. What did you like best about the Even Start program?

- The individualized attention, the individualized learning style, the emphasis on children
- **Even Start** got my kids ready for Head Start and while I was learning they were learning
- I liked best how the staff works with you and your children
- Being able to bring my child to school while I worked on my GED studies
- The way people helped me and my child to better understand that learning is important
- The parenting and English classes
- I liked home visits and that I can bring my children with me
- I was able to bring my children; individual help with my studies; liked the parenting very much
- I like it because of the parenting class and I can bring my children with me
- I could bring my child with me
- That I could bring my children with me and have some school time
- No comment
- All of the teachers are very helpful
- It is helping me to learn to read better
- The hours and child care, the teachers, they were very helpful

13. How do you feel you have benefited from participating in this program?

- When I was studying for my GED I had to write essays and it has helped me with my college classes. My parenting style—I have more patience. I found out that I could go to college and get financial aid
- I learned a lot of job skills and educational skills I needed. It also taught me how to be a better parent
- I think it helped us to work and talk to each other better
- Received a GED
- I am now able to get better jobs because of the extended education I obtained
- Yes

- I learned English and how to help my children
- Received my GED, the parenting classes helped me to be a better parent
- Learned English communication and helpful life skills
- This program helped me to achieve my goal
- It benefited myself and children
- Got my GED
- I improved my conversation skills and learned about job skills
- I got my GED

14. How did your children benefit from the program?

- 2 Yes
- My son is reading at a second-grade level
- They learned to associate with other children and they were learning
- Very well
- Learning to speak and to read
- My child benefited because she grew and learned all the things **Even Start** was showing her Such as, how to get along with other children, manners, etc.
- My daughter learned English and became more outgoing due to socializing with other children
- They like books and are learning lots of things
- My child learned English, early childhood activities and a chance to interact with other children
- They learned to interact with others, it also helped their reading skills
- Really haven't benefited them
- They learned to socialize with other children
- I am now helping my children with their homework
- Helped him to develop his social skills

15. Are there things about the program that you did not like? 14 No 1 Nothing

16. Are there any changes that you would recommend?

- 13 No
- I would like to have a class everyday
- The class and the teacher are too easy-going—needs a little more discipline

17. Would you recommend this program to others? 15 Yes 0 No

(Let me find out a little about what is happening in your life now. Again, all of this information will remain confidential.)

18. Are you currently employed? 9 Yes 6 No

If yes, what is your job and for whom do you work?

- Small Business Cashier
- Hotel Housekeeper
- Restaurant Waitress
- Retail Store Employee
- Certified Nursing Assistant
- Cafeteria Cashier
- Preschool Teacher's Assistant
- Hair Dresser
- Bar Manager

19. Is this the same job you had when you were in Even Start? 1 Yes 8 No

20. Do you think your participation in Even Start helped you get this job?

- 2 No
- 2 Yes
- Yes, because I learned people skills and math skills
- Yes, **Even Start** helped me obtain a higher education and obtain a good job (not employed now)
- Yes, because my English has improved
- Yes, because I learned English and life skills
- No, I don't need a GED to tend bar

21. Are you currently receiving any form of public assistance? If so, what type of assistance are you receiving?

- 9 No
- 3 Yes, food stamps and Medicaid for the kids
- Yes, TANF, food stamps, child care and Medicaid
- Yes, food stamps
- Yes, WIC

22. Have your benefits been reduced since you were in the program? If so, why were they reduced?

- 3 No
- Yes, because I got employed
- Yes, because of my husband's income

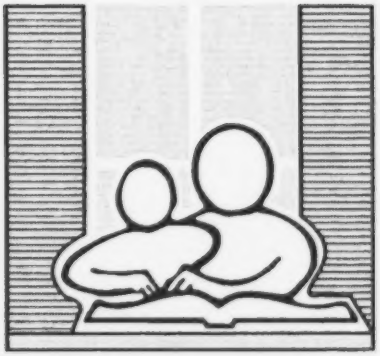
23. Since leaving the program have you done any of the following:

9 Secured improved housing?
1 Had children returned from foster placement?
11 Used the library at least once a month?

__9__ Voted regularly?
__9__ Obtained a driver's license?
__1__ Obtained citizenship?
__11__ Followed a budget for 6 months?

Other:

- Yes—I have become a better single parent
- Self-esteem



24. Why did you stop attending the Even Start program?

- I met my goal and went on from there
- I graduated and met my goal
- I obtained my goal in receiving my GED
- Received my GED
- Met my goal and obtained my GED
- Continuing
- My children became too old to attend **Even Start**, also I obtained my goal
- Received my GED
- I attended the college
- Met my goal and obtained my GED
- I graduated and met my goal
- I reached my goal
- It was hard to keep working part time and going to school two days a week
- Still attending
- I graduated

25. Is there anything else you would like to add?

- I liked **Even Start** because I could learn while my children were being taught
- I would suggest **Even Start** to any parent who is trying to improve their life and their children's
- Just to thank the staff for the wonderful work they do and the help they gave me
- The staff and services that were provided to myself and my child were excellent, all of the teachers really care and want you to succeed and are all willing to go the extra mile to help you and your family
- To go on "outings" with the children at least once a semester
- I would like to recommend this program to other families
- **Even Start** is a really good program to learn life skills and education
- **Even Start** is a wonderful program

(Thank you very much for taking time to speak with me. Your responses allow us to have a better understanding of how our program benefits families like yours and ways the program can be improved.)

(PLEASE MAKE SURE THE PARENT SIGNS A CONSENT FORM FOR ACCESSING CHILDREN'S SCHOOL RECORDS.)

Appendix B

Trinidad State Junior College
Even Start Follow-up Study
Family Stability Matrix

Site _____ Reported by _____

Full Name of Adult _____
First Middle Last

Social Security Number _____ Today's Date _____

For the issues in the following five areas, check ***how often*** *each issue is a problem.*

Housing and Family Environment

Issue:	*Always a Problem*	*Often a Problem*	*Seldom a Problem*	*Never a Problem*	*Don't know/ No Information*
Safety of neighborhood		1	9	5	
Quality of housing	2	2	8	3	
Monthly rent/mortgage	5	7	2	1	
Family living space	1	5	4	5	
Gas/electric/water service	3	6	2	3	1
Telephone service	3	4		8	
Eviction/homelessness	2			13	
Other (describe)					

Health and Nutrition

Issue:	*Always a Problem*	*Often a Problem*	*Seldom a Problem*	*Never a Problem*	*Don't know/ No Information*
Condition of family health	1	3	3	8	
Access to health care	3	6	4	2	
Access to prescription drugs	3	6	4	2	
Physical disability of family member	3			12	
Daily nutritional needs		1	2	12	
Child care	1	11	1	2	
Depression	3	8	2	1	1
Other mental illness	1	1		10	3
Health insurance	4	4	4	2	1
Other (describe)					

Income and Assets

Issue:	*Always a Problem*	*Often a Problem*	*Seldom a Problem*	*Never a Problem*	*Don't know/ No Information*
Budgeting/money management	3	10		1	1
Employment/job stability	4	8	1	2	
Loans and credit card balances	1			2	12
Bankruptcy				4	11
Buying habits	2	6	3	3	1
Amount of total family income	8	5		1	1
Access to public assistance	1	5	5	4	
Transportation	8	2	1	4	
Other (describe)					

Personal and Social Attributes

Issue:	*Always a Problem*	*Often a Problem*	*Seldom a Problem*	*Never a Problem*	*Don't know/ No Information*
Relationships with friends		6	3	4	2
Social skills		4	4	7	
Illegal activity/criminal justice system		2	1	9	3
Self-concept	1	7	5	2	
Communications skills	1	4	5	5	
Substance abuse			2	9	4
Citizenship/immigrant status	2	2	2	9	
Other (describe)					

Family Relations

Issue:	*Always a Problem*	*Often a Problem*	*Seldom a Problem*	*Never a Problem*	*Don't know/ No Information*
Parenting		3	3	9	
Entertainment	2	10	2	1	
Relationships with family members	1	5	5	3	1
Child physical or sexual abuse		1		12	2
Physical/sexual abuse of an adult	1	2		11	1
Other (describe)					

Appendix C

Trinidad State Junior College Even Start Follow-up Study Teachers' Responses

Teachers' Responses to the following questions:

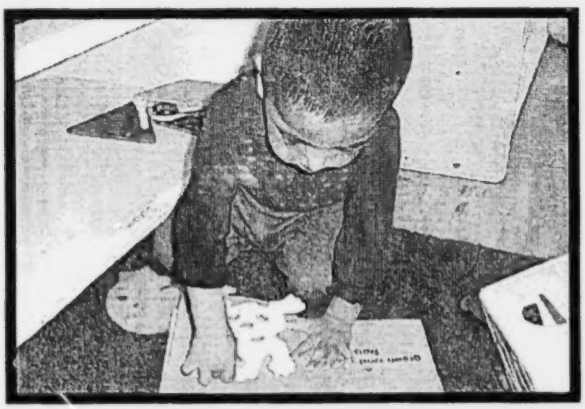
- What do you consider to be the strengths of this child as a student?
- What do you consider to be the weaknesses of this child as a student?
- From what you know about this family, how are the parents (or adult caregivers) involved in the education of this child, either at school or away from school?

	Even Start Children	Comparison Children
Child's Strengths	• Very competent reader • Reading, writing and math • Behavior, attitude toward school • She is very motivated and does her assignments well • Family support, reading • Reading and math • Determination • Listening skills, math and writing • Extremely motivated to do his best in every subject area; sets good examples for peers; excellent problem-solver • She cares about her work, she understands higher-level questioning • Attentive, determination, obedient, good listening and comprehension skills, conscientious • She is a very smart young lady and can do the work, she has a great strength in math and making friends, she is very outgoing • Good listener, motivated to learn • Higher order thinking skills (analysis, detail in writing) • Ability to learn in the average range	• Child is verbal, expresses his opinions and knowledge very clearly • Spelling, art, penmanship • Student realizes the importance of school and is progressing entirely on his own (parents hardly influence the student) • He has a lot of abilities and can do the work • She is a very verbal child with strong attention skills who enjoys the school learning environment • Strong listening skills, reading, math, writing • Desire to succeed • Self-confidence • Reading fluency, vocabulary development, writing ability • Tries even if the work is too hard • Very articulate, very artistic, very attentive • She is very confident and outgoing, she has help from home and is very willing to learn and wants to achieve, she likes helping others • Academic skills • Friendly, good artist
Child's Weaknesses	• Difficulty listening and following directions • Low-self confidence considering high academic performance • Relatives play more of a role of parent than they should	• Visiting too much with other children and not following directions • Reading • Behavior and is more interested in social aspects rather then academic, although is eager to learn

	Even Start Children	Comparison Children
Child's Weaknesses *(continued)*	• She tends to be very shy and may not ask some questions when necessary • Following school rules • Writing and paying attention, weak social skills • Language • Expressing herself • Still struggles with some English spellings (minor concern) • Her only weakness is that she is so quiet that it is hard to tell if she always understands what is going on • Speech • She has one thing, its that she spoke Spanish first and that hinders her in relating to English words • Lacks confidence • Completing work in class, using class time (she has high standards and gets delayed sometimes due to high expectations) • Self-esteem and self-confidence	• There are a lot of incidents in his life that prevent him from concentrating on his studies • Test-taking ability • Still very dependent on her parents for support • Handwriting, can be too talkative when listening is required • Tries to do too much • Reading, writing, listening skills • Has a learning disability in the area of reading • Nothing to mention at this time • Not having enough to do and getting bored • Socialization, very shy—intimidated by new activities or change in routine • Reading comprehension, finishing work on time
Parent Involvement	• Parent seems interested in child's education, homework rarely returned (1st grade) • Family seems quite involved (2nd grade) • He is not pushed or encouraged by relatives, although mom is good, she needs to be more responsible, making sure he does schoolwork and homework (3rd grade) • As far as I know, they are fairly involved since she did fairly well (4th grade) • Father is very much involved (K) • Stepmother has been involved from the reading, writing, homework perspective, father brings her to school and attends P/T conferences with stepmom (1st grade) • Excellent, helpful, supportive (10th grade)	• Supportive family, father inquires about child's progress and behavior (1st grade) • They are involved to an extent (2nd grade) • I know mother cares about this child, but she has only come to parent conferences (3rd grade) • His father does get involved, but the effect on the child is not immediate (4th grade) • Very active in school and supportive at home (K) • Parents are certainly involved in their child's education (1st grade) • Excellent, helpful, supportive (10th grade) • Check in now and then (K)

(continued)

	Even Start Children	Comparison Children
Parent Involvement *(continued)*	• Extremely involved (K) • They attend all functions at school, homework and behavior sheet is signed by parent nightly, parents volunteer in classroom, attend all conferences (3rd grade) • They monitor her work closely and are willing to help if she needs help (5th grade) • Very involved with completing homework, reading with their child, prompt and involved with activities (K) • They go out of their way to help her and make sure she gets her work done, they push her because they want her to achieve, they are always there for her (1st grade). • Mom seems to be involved, I am not sure how much she understands (1st grade)	• Moderately—mother has supplied cookies for one party, she attended all conferences (3rd grade) • I don't think she gets a lot of help because mom works nights (5th grade) • The adults are very involved in homework and success with reading, also available for activities and monetary help, very caring (K) • They go all out and help her with everything she does or whatever she needs, they give 150% (1st grade) • Strongly involved at home and at school (1st grade) • No knowledge of the parents other than meeting the mother at conference time to share child's progress (4th grade)



Colorado State Board of Education Members—2003

Randy DeHoff, Chairman, 6th Congressional District, Littleton

Jared Polis, Vice-Chairman, Member-at-Large, Boulder

Christine Baca, 7th Congressional District, Aurora

John Burnett, 5th Congressional District, Colorado Springs

Evie Hudak, 2nd Congressional District, Arvada

D. Rico Munn, 1st Congressional District, Denver

Clair Orr, 4th Congressional District, Kersey

Pamela Jo Suckla, 3rd Congressional District, Slickrock

William J. Moloney, Commissioner of Education

Erlinda Archuleta, Director, Center for At-Risk Education

Frank Fielden, Even Start State Coordinator,
303.866.6674, *Fielden_F@cde.state.co.us*

This report is available online at *www.cde.state.co.us/cdecare/evenstart.htm.*

The Colorado **Even Start** Family Literacy website is located at *www.cde.state.co.us/cdecare/evenstart.htm.*

The Colorado Family Literacy Consortium website is located at *www.coloradoliteracy.net.*

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC
Educational Resources Information Center

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)

PS 031387